



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11551399
SAU: South Portland School Dept
School: James Otis Kaler Elementary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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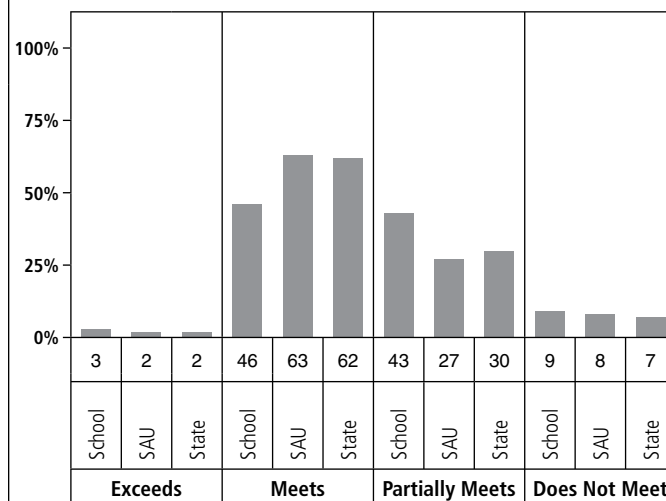
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: South Portland School Dept
School: James Otis Kaler Elementary

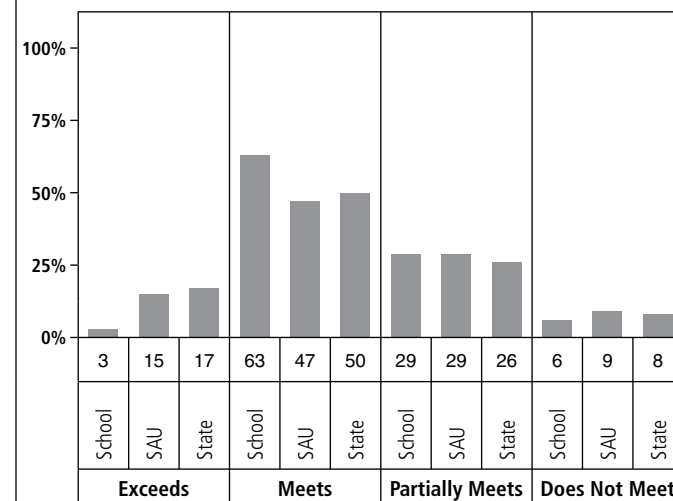
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	345	345
2006–2007	342	346	345
2007–2008	343	345	344
Cum. Avg. *	343	345	345
Mathematics			
2005–2006	343	342	344
2006–2007	342	348	347
2007–2008	343	346	347
Cum. Avg. *	343	345	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: South Portland School Dept
School: James Otis Kaler Elementary

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	35	100	215	100	13803	100	35	100	215	100	13714	99	35	100	215	100	13710	99												
Ethnicity African American/Black	1	3	10	5	399	3	1	100	10	100	391	98	1	100	10	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	10	5	210	2	0	0	10	100	205	98	0	0	10	100	206	98												
Hispanic	0	0	5	2	162	1	0	0	5	100	158	98	0	0	5	100	159	98												
Caucasian/White	34	97	190	88	12916	94	34	100	190	100	12846	100	34	100	190	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	7	20	34	16	2358	17	7	100	34	100	2333	99	7	100	34	100	2329	99												
Current LEP	0	0	5	2	371	3	0	0	5	100	357	96	0	0	5	100	361	98												
Economically disadvantaged	17	49	74	34	5584	40	17	100	74	100	5535	99	17	100	74	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	80	182	85	10650	77	28	80	182	85	10678	77												
Identified disability (PET/IEP)	1	4	8	4	475	4	1	4	8	4	479	4												
LEP	0	0	1	1	151	1	0	0	1	1	149	1												
504 plan	1	4	2	1	83	1	1	4	2	1	85	1												
Participation with accommodations	7	20	33	15	2936	21	7	20	33	15	2911	21												
Identified disability (PET/IEP)	6	86	26	79	1735	59	6	86	26	79	1729	59												
LEP	0	0	4	12	197	7	0	0	4	12	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	14	3	9	986	34	1	14	3	9	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: South Portland School Dept
School: James Otis Kaler Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	3	1	0	352	3
	2006-2007	0	0	4	2	332	2
	2007-2008	1	3	4	2	227	2
	Cum. Total*	2	2	9	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	23	68	136	67	8641	62
	2006-2007	20	61	155	74	8691	63
	2007-2008	16	46	136	63	8403	62
	Cum. Total*	59	58	427	68	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	9	26	49	24	3671	27
	2006-2007	9	27	39	19	3781	27
	2007-2008	15	43	57	27	4018	30
	Cum. Total*	33	32	145	23	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	3	17	8	1163	8
	2006-2007	4	12	11	5	1021	7
	2007-2008	3	9	18	8	938	7
	Cum. Total*	8	8	46	7	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.2	57.0	28.2	61.3	27.6	60.0
Literary Text	23	50	13.3	57.8	14.6	63.5	14.1	61.3
Informational Text	23	50	12.9	56.1	13.7	59.6	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: South Portland School Dept
 School: James Otis Kaler Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	1	3	16	46	15	43	3	9	343	215	2	63	27	8	345	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										10	0	40	50	10	338	384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										10	10	70	20	0	351	203	1	60	31	8	344
Hispanic	0										5	0	20	60	20	337	158	1	52	36	11	342
Caucasian/White	34	1	3	15	44	15	44	3	9	343	190	2	65	25	8	345	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	5	71	0	0	340	34	0	29	47	24	337	2210	0	32	48	20	338
No	28	1	4	14	50	10	36	3	11	344	181	2	70	23	6	346	11376	2	68	26	4	346
Current LEP																						
Yes	0										5	0	40	60	0	338	348	1	36	45	19	339
No	35	1	3	16	46	15	43	3	9	343	210	2	64	26	9	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	17	1	6	7	41	7	41	2	12	342	74	1	43	41	15	341	5450	1	49	39	11	341
No	18	0	0	9	50	8	44	1	6	344	141	2	74	19	5	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	35	1	3	16	46	15	43	3	9	343	215	2	63	27	8	345	13581	2	62	30	7	344
Gender																						
Female	18	1	6	10	56	6	33	1	6	346	108	3	70	21	6	347	6567	3	65	27	5	345
Male	17	0	0	6	35	9	53	2	12	340	107	1	56	32	11	343	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	0	0	5	83	1	17	337	35	0	40	40	20	338	2004	0	37	49	14	339
No	29	1	3	16	55	10	34	2	7	345	180	2	68	24	6	346	11582	2	66	26	6	345
Gifted/talented program																						
Yes	1										9	22	78	0	0	358	125	11	87	2	0	355
No	34	1	3	15	44	15	44	3	9	343	206	1	63	28	9	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: South Portland School Dept
 School: James Otis Kaler Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	1	50	1	50	334	2	0	20	20	60	334	6	0	43	39	18	340
B. less than one hour	77	0	0	12	44	13	48	2	7	342	78	2	63	28	7	345	79	2	65	28	5	345
C. one to two hours	17	1	17	4	67	1	17	0	0	351	18	3	74	18	5	347	12	2	60	31	7	344
D. more than two hours	0										2	0	20	60	20	337	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	20	0	0	4	57	3	43	0	0	343	23	6	64	20	10	346	29	3	62	28	7	345
B. They match some of what I have learned.	29	1	10	4	40	5	50	0	0	345	48	1	70	25	4	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	29	0	0	6	60	2	20	2	20	344	20	0	60	29	12	344	15	1	56	34	9	343
D. There is no match.	23	0	0	2	25	5	63	1	13	340	9	0	37	42	21	339	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	0	0	9	60	5	33	1	7	345	53	2	73	20	4	348	42	3	67	24	6	346
B. good	51	1	6	7	39	9	50	1	6	343	38	2	57	31	10	343	46	1	62	32	5	344
C. fair	6	0	0	0	0	1	50	1	50	334	6	0	33	42	25	338	10	0	48	42	10	341
D. poor	0										3	0	33	33	33	335	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	29	0	0	4	40	4	40	2	20	342	24	2	40	40	18	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	37	0	0	6	46	6	46	1	8	341	53	1	73	21	5	346	57	2	68	26	4	346
C. easier than my regular schoolwork	34	1	8	6	50	5	42	0	0	347	23	2	69	25	4	347	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	26	0	0	2	22	4	44	3	33	339	22	0	43	30	28	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	34	0	0	6	50	6	50	0	0	343	45	2	65	31	2	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	40	1	7	8	57	5	36	0	0	347	32	3	74	19	4	349	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	1	14	6	86	0	0	339	23	4	63	31	2	348	19	3	65	27	6	346
B. 20 minutes to an hour	51	1	6	9	50	7	39	1	6	345	52	1	71	22	6	346	47	2	68	25	5	346
C. less than 20 minutes	14	0	0	3	60	1	20	1	20	341	18	3	55	26	16	342	19	1	56	35	8	343
D. I rarely read at home.	14	0	0	3	60	1	20	1	20	344	8	0	35	41	24	340	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	40	0	0	5	36	7	50	2	14	340	26	2	63	21	14	344	28	1	56	33	9	343
B. six to ten pages	14	0	0	3	60	2	40	0	0	345	18	0	66	24	11	344	23	1	63	29	7	344
C. eleven or more pages	46	1	6	8	50	6	38	1	6	345	56	3	63	30	5	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	63	0	70	20	10	342						
B.	0										38	0	33	50	17	339						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: South Portland School Dept
School: James Otis Kaler Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	1	3	10	5	1295	9
	2006-2007	1	3	32	15	1985	14
	2007-2008	1	3	33	15	2277	17
	Cum. Total*	3	3	75	12	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	21	62	100	49	6852	49
	2006-2007	15	45	110	53	6990	51
	2007-2008	22	63	100	47	6764	50
	Cum. Total*	58	57	310	49	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	9	26	65	32	4081	29
	2006-2007	13	39	55	26	3673	27
	2007-2008	10	29	63	29	3504	26
	Cum. Total*	32	31	183	29	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	9	29	14	1638	12
	2006-2007	4	12	12	6	1193	9
	2007-2008	2	6	19	9	1044	8
	Cum. Total*	9	9	60	10	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.5	56.7	8.8	58.7	9.2	61.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.6	68.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	14	29	7.9	56.4	8.8	62.9	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: South Portland School Dept
 School: James Otis Kaler Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	1	3	22	63	10	29	2	6	343	215	15	47	29	9	346	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										10	0	40	20	40	333	390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										10	10	50	40	0	347	204	18	48	25	9	347
Hispanic	0										5	0	0	80	20	332	159	6	50	31	13	342
Caucasian/White	34	1	3	21	62	10	29	2	6	343	190	17	48	28	7	347	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	4	57	1	14	2	29	339	34	0	32	44	24	335	2208	6	35	37	21	338
No	28	1	4	18	64	9	32	0	0	345	181	18	49	27	6	348	11381	19	53	24	5	349
Current LEP																						
Yes	0										5	0	20	60	20	335	357	8	29	37	26	336
No	35	1	3	22	63	10	29	2	6	343	210	16	47	29	9	346	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	17	0	0	12	71	4	24	1	6	343	74	4	43	39	14	341	5452	9	45	33	12	343
No	18	1	6	10	56	6	33	1	6	343	141	21	48	24	6	348	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	35	1	3	22	63	10	29	2	6	343	215	15	47	29	9	346	13584	17	50	26	8	347
Gender																						
Female	18	0	0	11	61	7	39	0	0	343	108	15	46	31	8	346	6565	15	49	27	8	347
Male	17	1	6	11	65	3	18	2	12	344	107	16	47	28	9	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	2	33	3	50	1	17	335	35	3	43	40	14	337	2004	5	39	41	15	339
No	29	1	3	20	69	7	24	1	3	345	180	18	47	27	8	347	11585	19	52	23	6	349
Gifted/talented program																						
Yes	1										9	89	11	0	0	370	125	70	30	0	0	366
No	34	0	0	22	65	10	29	2	6	343	206	12	48	31	9	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: South Portland School Dept
 School: James Otis Kaler Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	1	50	1	50	326	2	0	0	60	40	330	6	9	40	33	18	340
B. less than one hour	77	1	4	16	59	9	33	1	4	342	78	14	49	29	8	346	79	18	52	24	6	348
C. one to two hours	17	0	0	6	100	0	0	0	0	353	18	24	45	29	3	350	12	16	48	27	8	347
D. more than two hours	0										2	0	40	0	60	325	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	20	0	0	5	71	1	14	1	14	342	24	24	45	24	8	348	37	22	50	22	6	350
B. They match some of what I have learned.	49	1	6	11	65	5	29	0	0	345	57	16	48	30	6	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	26	0	0	6	67	2	22	1	11	344	13	0	59	33	7	342	12	9	44	36	11	342
D. There is no match.	6	0	0	0	0	2	100	0	0	333	7	7	14	43	36	334	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	1	7	9	64	3	21	1	7	345	48	20	44	29	7	348	39	25	48	20	7	350
B. good	41	0	0	8	62	4	31	1	8	342	40	13	54	26	8	345	46	14	52	27	7	347
C. fair	13	0	0	2	50	2	50	0	0	340	11	9	36	45	9	340	12	8	49	35	9	343
D. poor	3	0	0	1	100	0	0	0	0	344	2	33	33	0	33	345	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	1	33	1	33	1	33	337	18	13	41	28	18	342	17	7	41	35	17	340
B. about the same as my regular schoolwork	60	0	0	13	62	7	33	1	5	341	61	16	49	29	5	347	59	18	53	24	5	349
C. easier than my regular schoolwork	31	1	9	8	73	2	18	0	0	350	21	16	44	31	9	346	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	41	0	0	7	50	6	43	1	7	339	29	7	44	41	8	341	32	13	47	30	10	345
B. two or three days a week	24	0	0	5	63	3	38	0	0	343	26	20	51	29	0	349	30	20	52	23	5	349
C. two or three times each month	15	0	0	5	100	0	0	0	0	351	17	31	37	14	17	349	19	20	53	21	6	350
D. never or almost never	21	0	0	5	71	1	14	1	14	345	28	7	54	29	10	345	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	100	0	0	0	0	348	4	0	22	44	33	332	7	5	34	40	20	338
B. two or three days a week	11	0	0	1	25	2	50	1	25	332	15	15	33	30	21	342	18	15	50	27	8	346
C. two or three times each month	11	0	0	4	100	0	0	0	0	346	26	27	43	27	4	349	28	21	53	21	4	350
D. never or almost never	74	1	4	16	62	8	31	1	4	345	54	11	55	30	4	346	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	0	0	2	67	1	33	329	24	16	40	34	10	344	16	8	42	36	13	342
B. 30–45 minutes	31	0	0	7	64	3	27	1	9	341	33	16	43	31	10	345	30	14	53	26	7	347
C. 45–60 minutes	40	1	7	10	71	3	21	0	0	348	36	17	56	24	3	349	32	22	51	22	5	350
D. more than 60 minutes	20	0	0	5	71	2	29	0	0	343	7	7	50	21	21	340	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	334	63	0	40	50	10	339						
B.	0										38	0	17	33	50	332						
C.	0										0											
D.	0										0											